

DOCUMENT RESUME

ED 250 032

JC 840 562

TITLE Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.

INSTITUTION Illinois Council of Community Coll. Administrators.

PUB DATE Mar 81

NOTE 29p.

PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Ancillary School Services; *Community Colleges; Counseling Services; Organizational Objectives; *Statewide Planning; *Student Personnel Services; Student Placement; Two Year Colleges

IDENTIFIERS *Illinois

ABSTRACT

Designed for trustees, administrators, practitioners, and students, this manual articulates a philosophical basis for student services in Illinois community colleges, and describes, categorizes, and provides guidelines for various aspects of these services. Introductory material outlines the characteristics of the state's community colleges that suggest a special role for student services, provides a history of the development of the manual, and sets forth a philosophy for student services which emphasizes the student's role in his/her own educational development and the importance of integrating student support activities. Next, guidelines are provided for the evaluation of student assessment and academic placement in the colleges. Each of the next sections addresses one particular aspect of student services, providing a definition of the service function, a statement of goals and objectives for that area, an enumeration of the major functions of the service, comments on staffing needs and facility requirements, and comments specific to the area. The services covered are academic advising; financial aid; developmental affective education and counseling; student activities; health services; career counseling; career placement; and admissions, registration, and records. (HB)

* Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED250032

STUDENT SERVICES
IN
ILLINOIS COMMUNITY COLLEGES:
A MANUAL
FOR
STUDENT SERVICES PROFESSIONALS

Student Services Commission
Illinois Council of Community College Administrators
March 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
R. W. Webster

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

JC 840 562

Foreward

The growth and development of community colleges in the State of Illinois has been phenomenal in the fifteen years since the passage of the Community College Act. At the start of the 1980-1981 academic year, thirty-nine community college districts are providing higher education to over 350,000 students. The colleges dot the state from one end to the other. They differ in size, in population, and in curriculum. However, all deal with some of the same realities which suggest a special role for Student Services in these institutions.

All are community based and, therefore, the colleges are as diverse as are the populations which they serve. Diverse populations mean diverse student bodies and diverse Student Services programs to meet their needs.

Community college education in Illinois is goal oriented. Students come to Illinois community colleges seeking "something." student services must thus be prepared to meet the student wherever she/he is in the process of goal exploration and to help the student move on in that process.

Illinois community colleges are opportunity oriented. The "open door" admissions policy generates a student body in which there is great educational, intellectual, emotional, and developmental disparity. The colleges' student services areas must be prepared to deal with this disparity.

There is an emphasis on the integration of learning and living in Illinois community colleges. Education is important in its own right to our students, but it is also important for its instrumental or utilitarian value. It is often the student services area that serves as the vehicle for that integration.

Recognizing these realities and the role of student services in them, and motivated by the establishment of the Illinois Community College Board Ad Hoc Task Force on Counseling in 1975, the Student Services Commission of the Illinois Council of Community College Administrators has undertaken to develop this manual of Student Services in Illinois Community Colleges to achieve several purposes including:

1. The articulation of a philosophical basis for student services.
2. The description of the various aspects of student services programs.
3. The organization of the various student services into logical groupings.

4. The delineation of suggested guidelines for the various student services areas.

It is hoped that this manual will be a practical document, one that can be used by the boards of trustees in setting policy, administrators in organizing programs, by practitioners in carrying out their responsibilities, by educators who prepare student services professionals, and by students themselves.

HISTORY AND ACKNOWLEDGEMENTS

In 1975 the Illinois Community College Board created the Ad Hoc Task Force on Counseling to look at counseling services in Illinois community colleges. In response to that, the Student Services Commission of the Illinois Council of Community College Administrators took two actions. One was the appointment of a representative to that task force. The second was to support the work of a "Task Force Committee" to prepare a position paper on counseling to be supported by the Student Services Commission.

John P. Donohue, Vice President for Student Development at Oakton Community College, served as both representative to the task force and chairman of the Task Force Committee. The committee consisted of Steven R. Helfgot and Carol A. Davis, both of Oakton Community College; Wayne Knopf, Richland Community College; Jack McCrary, Elgin Community College; Joann Powell, William Rainey Harper College; Philip Theodorou, Moraine Valley Community College; and Randolph Webster, College of Lake County.

Their work resulted in the development of a position paper, entitled, A Philosophical Statement on Student Development and the Role of Counseling in Illinois Community Colleges. This statement became the basis for "A Position Paper on Comprehensive Counseling Services in Illinois Public Community Colleges," which was adopted by the ICCB in 1977.

Encouraged by this outcome, the Student Services Commission chose to begin work on similar position statements for the other various areas of community college student services, with the hope that these papers, taken together, would form a manual for student services in Illinois community colleges.

The various areas, those involved in preparation of the guidelines for those areas, and their institutional affiliations at the time were as follows:

Academic Advisement

Frank Gornick, Belleville Area College
Dorothy Pedtke, Kankaskia College
James Forstall, Lincoln Land Community College
Jane Mermis, Lewis and Clark Community College

Career Planning and Placement

Fred Vaisvil, William Rainey Harper College

Counseling

Joann Powell, William Rainey Harper College
Bonnie Henry, Prairie State College
Joseph Sullivan, Elgin Community College
Steve Wilson, Triton College

Financial Aid

Trudye Wilson, Triton College
Jane Johnson, Richland Community College
Samuel Mazman, College of Lake County
Lawrence Duhes, Waubensee Community College

Health Services

Valerie Burke, College of DuPage
Jacquelyn Hassett, College of Lake County
Earline McGill, Malcolm X College
Phyllis Sheain, Truman College
Elizabeth McKay, William Rainey Harper College

Placement and Student Assessment

Peter Frigo, Moraine Valley Community College
Ken Harris, College of DuPage
Steven R. Helfgot, Oakton Community College
Michael Maloney, Oakton Community College

Student Activities

Art Shearburn, Triton College
Judy Stratten, Elgin Community College
Ed Snyder, College of Lake County
Louis Pettica, Oakton Community College

Student Information Systems (Admissions and Records)

John P. Donohue, Oakton Community College
Curtis L. Denny, College of Lake County
John D. Gagin, Oakton Community College
George Jorndt, Triton College
Don Stansbury, William Rainey Harper College

With the completion of the individual papers, an editorial committee of John P. Donohue, Oakton Community College; Dan Moriarty, Triton College; Jack Reese, Rock Valley College; and Steve Wilson, Triton College; set out to put together the manual in its final form. Steve Helfgot, Oakton Community College, and Jean Pankanin later joined the editorial group.

We want to offer our most sincere thanks to all those mentioned above who labored over this project for more than five years. It was a long and a difficult process, but one well worth the effort.

The Editorial Committee

John P. Donohue
Steven R. Helfgot
Jean Pankanin
Dan Moriarty
Jack Reese
Steve Wilson

INTRODUCTION:

A PHILOSOPHY FOR STUDENT SERVICES IN ILLINOIS COMMUNITY COLLEGES

Perhaps the one theme which underlies community college education is the theme of "students in process." Our campuses seem to be populated by individuals who are moving, growing, searching, changing, developing, and doing. Thus, a philosophy for student services to use in meeting the needs of these students must be a philosophy aware of, if not in fact directed at, the process. It must be a philosophy that can allow us to encounter the students whoever they are and wherever they are and move with them so they become who and what they want to be, and toward getting where they want to go. It must be a philosophy that accounts for all facets of the person, not just the person as a student.

The student development philosophy is exactly that kind of philosophy:

Student development is a philosophical position which affirms a belief that the best way to educate people is to integrate fully all objectives of learning—whether cognitive, affective, or psychomotor—toward an end of self-determination in all beings. (Creamer, 1975, p. 2)

Indeed, the Illinois Community College Board seems to support just such a model in its paper, "Philosophy and Purposes for the System of Public Community Colleges in Illinois." That document states that:

The community college system strives to fulfill the mandate of the Illinois State Constitution of 1970 which indicates that a fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities. (ICCB Manual of Policies and Procedures and Guidelines, 1975)

In these statements we articulate a commitment on the part of community college education to invest itself fully in the lives of its students. We are stating that the responsibility of community colleges is to go beyond the dissemination of knowledge and the intellectual development of the student, to helping the student to become a fuller human being.

With the student development philosophy in operation, the college becomes an active participant in the individual's life and growth. There is recognition that the institution cannot dissect the human being and thus be concerned only with cognitive or intellectual development.

Our philosophical position is a practiced set of strategies as well. Indeed:

Student development is a professional strategy intended to facilitate growth in other human beings through the skillful use

of competencies in goal setting; assessment; behavior change, including instruction, consultation and milieu management; and evaluation. This view looks at the tools available to all educators and sees a relationship of these individual tools to each other to form a complete strategy. (Creamer, 1975, p. 2)

In this statement much of what makes student development so unique is suggested, especially the idea that student development is aimed at the complete human being.

The key philosophical orientation of student development is its positive and affirming attitude toward students. Student development theory is grounded in a belief that students are responsible individuals both interested in and capable of personal growth. It presumes that students wish to identify and achieve that which is best for themselves and for their lives. Indeed, the strategies of student development require deliberate and planned activity generated by the individual student. It is the individual who must assess the situation and then decide what and how to change. Student development professionals are simply resource people equipped with information and skills that students can use in achieving the desired change.

From all of this we wish to draw three conclusions:

1. The student must be an active and responsible participant in his own educational and growth process. The passive learner, the student as receptacle, is ^{not} compatible with the model.
2. The student, with help and support, must make his own decisions and live and deal with the consequences of those decisions. "Self-fulfillment" and "responsible social development" require this position.
3. All professionals on the campus must work collaboratively towards greater integration of their professions. Growth is ongoing, happening always, in the classroom and out. Classroom instructors and student development workers must thus recognize a mutual interest and concern. Affect and cognition cannot be separated; educators cannot deal with one and not the other.

It is with this strong conviction about, and commitment to a student development philosophy that the individual sections of this manual have been written. And it is with an understanding of that conviction and commitment that we hope this manual will be read and used.

ORGANIZATION

The organization of this manual is simple and we think logical. It begins with an overview of a community college student development programming by beginning with a look at the role and activity of the Chief Student Services Officer.

From there it moves on to look at various aspects of the Student Development Program in logical groupings. The first of these groupings is activities related to enrollment. Included here are the Admissions function and the Student Assessment and Placement function.

The manual moves next to look at activities that are involved with student life, College and Career Planning. Included in this section are Counseling, Academic Advisement, Financial Aid, and Career Planning and Placement.

Finally, there is a section on Student Life on campus focusing particularly on Student Activities and Health Services.

Each section will contain a brief introduction to the section followed by the description of the individual areas in that section. Each of the individual areas follows a common format. A definition of the area will appear first, followed by a statement of goals and objectives for that area. Next will follow a statement of the area's major functions. The descriptions will conclude with some comments about staffing needs and requirements for the area.

Following all of the descriptions is an epilogue, combining some general comments on a variety of areas which can neither be fully included in the manual nor fully excluded. These include things which are contained in the Student Development Programs at some institutions, but not at others, and things which are new and still evolving and thus not yet ready for firm definition.

GUIDELINES FOR THE EVALUATION OF STUDENT ASSESSMENT
AND ACADEMIC PLACEMENT IN
ILLINOIS COMMUNITY COLLEGES

Introduction

The assessment of student goals, abilities, skills, etc., is part of the counseling process in Illinois Community Colleges. As the position paper on comprehensive Community College Counseling Services, adopted by the I.C.C.B., states:

Counseling in community colleges...is aimed at identifying the current status of every student in identifying educational, career, and personal goals and delineating the sequential steps needed to achieve those goals. (p. 21)

And included in "the professional activities that may be included in a comprehensive counseling program" is "interest, ability, and need assessment."

Further, the I.C.C.B. policy and procedures manual suggests the area in which results can be used:

...achievement test results may be used for counseling and class placement purposes only and not to determine whether or not the student is admissible as a student (26:20).

In this spirit, this paper hopes to clearly delineate a purpose for assessment/academic placement activities, define just what we mean by those activities, establish goals for those activities, and suggest criteria for evaluation.

Purpose

The purpose of assessment/placement activities in community colleges is to help increase the student's potential for success in his/her academic endeavors. Thus, the process is used to determine readiness and the appropriate starting point most likely to bring success. The process is viewed, in short, not as restrictive to the student, but rather as facilitative.

Ideally, any assessment program ought to aim at four major sets of skills related to the overall educational development of the individual.

1. communication skills
2. computation skills
3. problem-solving skills
4. interpersonal skills.

It is recognized, however, that not every institution is able to work with all four areas. They remain, however, as an ideal to pursue, thus assessing and developing the whole person.

Definitions

1. Assessment
Initial and ongoing activities that enable individuals to become more knowledgeable about their current goals, academic achievement levels, aptitudes, interests, and other areas related to their educational pursuits. Assessment can involve testing, self-evaluation, and test interpretation in collaboration with appropriate student development and instructional staff.
2. Placement
Placement is an institutionally-determined process by which decisions are made as to the options available to a student in the choice of program and/or curriculum and/or courses. Placement is always an end result of an institution's assessment program as defined above.

Goals of the Assessment/Placement Process

1. To maximize the possibility of student success
2. To help students develop and clarify educational goals
3. To determine student skill levels in various areas
4. To enhance student strengths and diminish student weaknesses
5. To assist students in making responsible decisions
6. To help students become more aware of goals, skill levels, and options
7. To provide appropriate options for program and curriculum and course choices based on assessment results and to make that information available to students
8. To provide a data base for the institution to use in making changes in its program/course offerings.

Criteria for Evaluation

We believe that evaluation should be based on what each institution purports that it is doing in the areas of assessment and placement (i.e. are you doing what you say you are doing?) and ideally would include the following in part or in whole:

1. Do all students have the opportunity to be assessed and adequately placed?
2. Are valid and reliable instruments employed?
3. Is instrumentation criterion-referenced for effectiveness?
4. Do all students have the opportunity for professional consultation?
5. Do all students have the opportunity to make use of appropriate self-evaluation procedures and/or instruments?
6. Is there a clearly articulated and promulgated statement regarding assessment and placement that is available to students?

7. Is assessment available on an ongoing basis and is the process accessible to students?
8. Is the assessment process integrated within the total faculty?
9. Is there uniform application of the assessment program?
10. Is there adequate flexibility in assessment and placement procedures to allow for exceptional cases, i.e. the student with a Bachelor's Degree who wants to become involved in a community college program?
11. Is there an adequate array of ways of doing assessment?
12. Are students provided assistance in integrating assessment results? (Namely, test data; self-awareness; and counselor feedback.)
13. Does the student play an active role in the assessment/placement process, i.e. the use of information and decision-making?
14. Is assessment information communicated to appropriate instructional areas?
15. Is there adequate and appropriate follow-up on student success? (Follow-up re: persons and data; information learned should be integrated into program development, thus, there should be continual evaluation of the assessment and placement program itself.)

ACADEMIC ADVISING

Philosophy

Ideally, academic advisement is the process of assisting students so they can reach their educational goals without undue expense and delay due to a lack of previous academic preparation and/or making an uninformed choice concerning courses of instruction required in their program. Also, quality advising should increase the chances of students persisting in their educational endeavors by maintaining positive feelings about learning in a college environment. Educational advising is not counseling, which is a broader, more complex process.

Goals

1. To help a student plan a series of courses and other related educational activities which will result in students attaining their educational goals.
2. To provide accurate information to students so that they are able to plan their own educational futures.
3. To establish and maintain an effective working relationship between advisor and advisee.
4. To help students achieve a grade point hour consistent with their abilities.

Major Functions

There are three major functions performed by academic advisors in a community college setting: outreach and orientation, programming, and scheduling.

1. To help the students become familiar with the college:
 - a. Making contact with students who have made inquiries to the college or applied for admission to the college.
 - b. Inform prospective students of the procedures required for admission to the various college programs.
 - c. Inform students of testing required by the college.
 - d. Suggest, when appropriate, counseling, testing, or career exploration.
2. To assist in the development of students' programs of studies:
 - a. Interpret placement test results to students.
 - b. Inform students of skill requirements, opportunities, and forecasts for career areas.
 - c. Discuss with students academic and career paths.
3. To help the student develop a schedule of classes:
 - a. Help the student understand the scope of an academic program including requirements for transfer to a four-year school or further training.

- b. Help the student plan a semester by semester course of study.
- c. Help the student select one or two courses that meet their short-term educational goals.

Staffing

In most institutions, the teaching faculty provide the major part of academic advising services. Also, counselors, paraprofessionals, and students often assist in academic advising.

An advisor training program will help ensure that students receive accurate information concerning program and course requirements. In addition, adequate training can prevent students from receiving the "bureaucratic run around"--constantly being sent from person to person seeking assistance. Thus, the advisor training program will inform the advisors of the various roles performed by the student personnel staff including counseling for career direction, counseling for the disabled, veterans' counseling, financial aid counseling, and clues on when and where to refer students in need of personal/social counseling. It is important that advisors understand the limitations of their roles and do not attempt to assist persons with emotional difficulties.

Depending on the resources available, there are a variety of ways to staff an advising program. When faculty perform this role, it is desirable that a broad spectrum of expertise be represented to insure a complete service to the students. The instructional faculty participating in the advising process should be responsible to the Dean of Students or his/her designate for that portion of their work.

FINANCIAL AID

Ideally, financial aid services should ensure that no student with demonstrated financial need be denied access to the community college life-long learning experience because of a financial barrier. Persons working in financial aid departments are committed to the belief that financial resources would better be available, comprehensive, and flexible. The development of a comprehensive aid program to meet the immediate and long-range needs of a diverse and transient population will implement this philosophy.

Since the resources for financial assistance are subject to economic and political pressures, they are unstable. Thus, dedicated financial aid professionals have the responsibility to communicate clearly and forcefully the needs of the students to the legislators, policy makers, and chief educational administrators in order to develop realistic programs and help determine appropriate funding levels.

The counseling function should be considered vital to the impact financial aid will have on the student. Financial aid counselors have a responsibility to assist students in understanding the complexity of available financial aid programs, rising educational costs, and general economic fluctuations. Ideally, students will demonstrate their understanding of these fluctuations and costs by making sound financial judgements leading to the attainment of their educational goals.

Objectives and Services

1. To insure that information about types of programs, eligibility, criteria, and applications' procedures are widely disseminated throughout the college and the community by:
 publicizing the availability of all programs
 attending workshops and college nights.
2. To manage the flow of financial assistance in such a manner as to provide efficiency and equity to all students while still being able to effectively assist those students with unusual circumstances.
3. To counsel the students who need help in planning the financing of their educational experiences as well by informing them of their opportunities, rights, and responsibilities by:
 providing financial counseling
 assisting students in assessing family resources.
4. To conduct necessary research on the needs of students, the progress of aid programs and future directions to maximize college accessibility for all students by:
 establishing a financial aid committee
 conducting institutional research
5. To develop, maintain, and administer the financial aid program in a fiscally responsible and accountable manner by:

applying for state and local funds
developing local funding sources
accounting for monies used.

6. To provide for adequate and qualified staff with provision for training and development.
7. To provide for an evaluation of the effectiveness of the financial aids program by:
 - evaluating the effectiveness of the financial aid service
 - preparing annual reports.
8. To comply with the policies, rules, and guidelines mandated by the various funding sources.

DEVELOPMENTAL AFFECTIVE EDUCATION/COUNSELING

Philosophy

The central aim of the counseling services provided by Illinois community colleges parallels the fundamental goal of the Illinois state constitution. That goal is "the educational development of all persons to the limits of their capacities."

As open-door institutions of higher learning, community colleges are, in fact, attempting to educate persons of all ages. Consequently, counseling services had better have models that reflect the different developmental needs and goals of the students they serve.

Thus, the counseling effort in the community college uses educational techniques appropriate for the psycho-social stage of development of the population it serves. The methods and aims of counselors working with adolescents may be different from those professionals working with students in mid-life and later years. All of this suggests that counseling in an educational setting is, along with instruction, a primary instrument for helping individuals develop "to the limits of their capacities."

As classroom instruction helps students learn new vocabulary, concepts, and skills to use in improving their lives, so does counseling. However, counseling begins with the student's personal, career, and educational goals as the "subject matter" rather than a body of knowledge such as chemistry, history, or welding.

Goals

1. To assist the student in acquiring a knowledge of self and to facilitate the optimum development of human potential in all students, to the end of helping the student in attaining his/her educational and career goals.
2. To help the student accurately determine where he/she stands in relation to his/her own educational and/or career development.
3. To help the student establish, clarify, and develop educational and/or career goals and related personal/social goals and objectives.
4. To help the student develop and execute plans for reaching those goals and objectives.
5. To maximize the student's opportunities for success in reaching his/her goals by helping the student to deal with and overcome attitudes and behaviors and other obstacles to success.
6. To make external referrals when deemed appropriate.

STUDENT ACTIVITIES

Philosophy

The creative thrust of Student Activities is to complement and enhance the educational program and contribute to the growth of the individual. It is generally recognized that education occurs both in and out of the classroom, but Student Activities is the arena where theory and practice merge to fulfill student development. Able to quickly respond to changing student needs and demographics, student activities provide a laboratory for experimentation. Students put into practice theories propounded regarding citizenship, leadership, decision-making, and group dynamics; quality cultural, social, and recreational programs are offered; and services responsive to the unique needs of the community college student are provided.

Benefits

Goodwill and Financial Support. Indications are that involvement in student activities is proportionate to later financial support. Also, Student Activities programs foster community awareness of the college, providing a valuable public relations function. Both loyalties are imperative in times of necessary successful referenda. Furthermore, studies show that informal physical contact with a campus often leads to enrollment.

Recruitment and Retention. Research shows that potential students value learning outside of the classroom. Therefore, an attractive Student Activities program should positively influence a student's decision to enroll at his/her community college. Once there, studies prove that the impetus to remain enrolled is enhanced by participation in the same activities' program.

Personal and Career Development. Studies show that students perceive involvement in student activities as increasing their self-confidence and self-concept, improving their ability to build relationships with a variety of people, and forming professional leadership, management, and business skills. Concomitantly, students see themselves as acquiring better clarified career goals as well as improved employment opportunities.

Objectives and Goals

1. Provide a vehicle for student learning about leadership development, group dynamics, budgeting procedures, decision-making, etc., through participation in student organizations such as student government. Depending upon the number of Student Activities' professionals, the size of the college, and the amount of activities' fees collected, other organizations may include a program board, student newspaper, forensics team, radio station, theatre group, literary magazine, and other diverse special interest groups.
2. Provide varied cultural and contemporary activity programs. These may include lectures, debates, art exhibits, films, concerts, special events, coffeehouses, dances, and so forth, for students, faculty, staff, their families, and community members, in response to assessed needs.

3. Provide services needed by community college students. Depending again upon the number of Student Activities' professionals, the size of the college, and the amount of activities' fees collected, these services may include child care, alcohol awareness programs, game rooms, legal services, emergency loans, orientation programs, discount ticket programs, travel programs, tutoring services, volunteer services, poster services, carpooling services, identification cards, or other needed services.
4. Provide student leadership training, while recognizing and honoring exemplary student service or academic achievement through programs such as Phi Theta Kappa, Who's Who Among Students in American Community Colleges, and college ceremonies.
5. Provide administrative guidance in the development of student handbooks, activity calendars, promotional materials, official publications, and student allocation of activities' fees; provide interpretation of college policies and procedures; act as liaison with factionalized groups, provide for supervision of programs; authorize all student activities' expenditures, and so forth.

Staffing and Facilities

The number of full-time and part-time Student Activities' personnel must be determined by the individual college. The decision will have a great impact on the comprehensiveness of the Student Activities' program. The following characteristics are desirable in the Student Activities Director:

Should be a full-time administrator with sharp interpersonal, organizational, and business skills.

Should possess an advanced degree.

Needs to be recognized as having a "pulse" on student concerns, serving on institutional governance committees, participating in special task forces, and serving as advocates of student needs.

Needs to work actively with faculty and faculty committees, supplementing and complementing the educational program.

Should stay current in the field, confronting students with new ideas, alternative forms of behavior, and innovative ideas for programs.

Should keep abreast of new court decisions, of current research on the commuting student, and of all matters affecting students and the college.

Should conduct studies to evaluate the needs and interests of students and contribute to the body of student activities' research.

Should affiliate with professional associations.

Should be educational strategists, offering supportive guidance to students in leadership positions and instruction in leadership, budget determinations, decision-making, community service, and programming.

The Student Activities Office should be located in a visible and comfortable part of the college near the central activity area. Minimally, other areas to be provided should include a reception area for ticket sales, a meeting room for clubs and organizations, offices for major student organizations, some storage space, and a high priority should be placed on recreational areas in which to present films, lectures, concerts, and other programs.

Conclusion

A comprehensive Student Activities' program benefits both the college and the student. Recruitment is enhanced, retention is improved, and goodwill is generated. Students learn self-confidence, leadership, management, and relationship skills, have a higher employment rate, and will financially support the college in greater proportions as alumni. Lectures, debates, films, concerts, and other programs benefit not only those students and faculty planning them, but also the students and community members who attend. Activities in consort with classroom experiences make a real difference in the lives and learning of students.

HEALTH SERVICES

Philosophy

Health, as defined as physical, mental, and social well-being, is necessary for developing the optimum potential of every individual. This well-being is the springboard for a successful educational experience. Therefore, each community college has a responsibility to provide a program of health care and education which must be an integral part of the college and its mission. The diversity and depth of services offered are directly dependent upon the needs of the students and the community it serves.

Goals

1. The provision of health services for the maintenance of physical and mental health with strong emphasis on health education and counseling.
2. The education and guidance of the individual in the acceptance and promotion of optimum health as a positive life value.
3. The recognition and alleviation of hazards which would be detrimental to the health and safety of the campus community.

Objectives and Implementation

1. To assess the health needs of the individual and the campus community by:
 - a. Collecting, evaluating, and maintaining confidential personal health histories for every student and full-time staff member.
 - b. Utilizing the collected data in providing health care for students and support services for the disabled.
2. To provide health education and counseling for the college community by:
 - a. Providing an educational experience for every health service client.
 - b. Disseminating health information via brochures, seminars, health fairs, and other methods.
 - c. Offering group counseling and educational programs on specific health topics.
3. To establish a system for emergency health care by:
 - a. Providing leadership in developing and implementing campus emergency procedures including disaster planning.
 - b. Providing care by assessing, treating, and referring, when necessary, all medical/psychological emergencies.
 - c. Utilizing appropriate community resources for further treatment.
4. To facilitate the delivery of primary, acute, and/or chronic care beyond emergency first aid treatment by:

- a. Assessing and appropriately treating each health service client, utilizing nonprescription medications or treatments when indicated, and providing follow-up care as needed.
 - b. Educating the client regarding the advantages of early intervention of the disease process and the individual's responsibility to self, peers, family, and college community.
 - c. Orienting the client to self-care methods to achieve and maintain maximum well being.
5. To know and utilize appropriate resources available in the public and private sectors of the community for referrals and educational purposes.
 6. To provide surveillance and control of environmental factors which, in cooperation with other departments, may influence the health and safety of the campus community.

Facilities

The health service should be located in an accessible area of the college near the central activity area which is convenient for the majority of persons, including the disabled. Provisions should be made for a quiet area within the facility. The following areas should also be available for the health service operation:

1. reception area with locked files for records;
2. room to be used for confidential counseling and/or examination;
3. treatment area with running water for first aid and diagnostic testing;
4. rest area;
5. bathroom facilities; and
6. storage area for literature, supplies, and equipment.

Staffing

Although the community college can rarely afford the services of a full-time physician, arrangements must be made for at least a physician/consultant to write standing orders for nonprescription medications and treatment. Without the supervision of a medical consultant, the health service staff and the college are subject to liability. Consultant relationships may range from the provision of signed orders for nonprescription medications and treatment and telephone consultation, to regular hours in the health service.

The direction of the health service in a community college is usually performed by a member of the nursing profession. This person has the combined roles of administrator, budget and policy coordinator, educator, and provider of health care. The director should have a baccalaureate degree and, if possible, a master's degree in nursing, counseling, and/or administration,

with experience in public health, psychiatric, and/or emergency room nursing. Secretarial/receptionist assistance is necessary if a health service is to function adequately with confidentiality for both clients and health records. Nursing coverage is also needed during the evening and week-end hours when the college is open to provide health care, as well as for coverage when full-time staff must be off campus for professional meetings, vacations, or illnesses.

Relationship to the College

The director of health services should have faculty status or be a member of the administrative staff. In this capacity, the person should also be included in the activities of the total student development staff as well as other campus activities.

Liaisons should be made with members of the faculty and administration to provide referral assistance for students. A mental health consultant would be a valuable addition to both the health service and counseling programs and efforts should be made for cooperative programming whenever possible.

Cooperation should exist between the health service and athletic departments in the assessment of athletic eligibility to conform with National Junior Collegiate Athletic Association requirements. Care for injured athletes and their return to practice/competition should also be monitored.

The health service has a role to play in assisting persons with disabilities. The health service staff can provide leadership in securing campus renovations where physical barriers exist. Even the most rudimentary program should include the identification of disabled students and provision for cooperative support services with other departments of the college.

In addition, the staff works cooperatively with persons in the physical plant, public safety, faculty, and other staff to identify and alleviate campus hazards.

Conclusion

The health service should project a warm, friendly, informative, and confidential atmosphere. When confidence in the staff and their treatment is established, the health service door is open to health education for all.

CAREER COUNSELING

Philosophy

The economic and social problems of unemployment, underemployment, and lack of productivity are related to the fact that many people do not have an understanding of their talents and how these talents may be used in our society.

Many emotional difficulties such as depression, demoralization, and low frustration tolerance are often associated with the nonutilization of talents. Also, behavioral problems such as drug abuse, alcohol addiction, and procrastination are sometimes associated with the inability of people to direct their energy in a useful and meaningful way.

Marriages, families, and interpersonal relations often suffer because the persons involved are dissatisfied with their jobs.

Due to these and other changes, such as the increase in the number of workers seeking work and the increase in the number of women seeking work, career counseling services need to be provided to the community. Ideally, career counseling is a form of counseling where both the counselor and client work together to develop a realistic awareness within the client of his/her career interests and aptitudes.

Objectives

1. To assist persons within the college community in developing the ability to appraise their talents in a realistic manner.
2. To provide a library of career information so that persons can gather information regarding the use of their talents in our society. Some examples of information sources are:
 - a. Occupational outlook handbook
 - b. Dictionary of occupational titles
 - c. Guidance information system
 - d. Handbook of job facts
3. To assist clients in developing decision-making skills so that they may accurately weigh their personal career goals against the rewards provided by society for attaining these goals.
4. To assist clients in exploring their values so that they develop the quality of life they desire.
5. To aid in the re-industrialization of America by:
 - a. reducing the possibility of unemployment
 - b. decreasing the chances of underemployment
 - c. increasing productivity

Method

Various methods may be used to assist clients in career-making decisions. Among these methods are the following:

1. Dyadic counseling and assessment
2. Group counseling and assessment for academic credit. Typically, courses are titled, "Career Exploration," "Career Development," "Lifestyle Development," and "The World of Work."
3. Group counseling and assessment in a workshop approach: Typical workshops are labeled, "Discovery," "Finding Your Talent," "Lifework Planning," "Lifestyle Development." Many of these workshops are offered on week-ends.

Professional service fees, tuition, and workshop fees are to be established according to the needs of the institution and ICCB regulations.

Facilities and Staffing

Though each institution will establish staffing and space requirements according to its own goals, the following suggestions are given as guidelines:

1. Career Information Library/Center
2. Testing center/room
3. Career Counseling Office
4. Professional paraprofessional and hourly staff to operate a career counseling service.

PLACEMENT

Philosophy

Career placement should attempt to provide a bridge from the educational world to the world of work. This service represents the culmination of the student's academic training and ideally opens a new and lengthy phase of a student's life--having a career.

Goals of the Placement Process

1. To assist students in finding jobs and careers that would meet their immediate needs and/or fulfill their potential in their chosen area of training.
2. To provide students with information about business, industry, and employment agencies in regard to job requirements, salaries, benefits, working conditions, products, and other pertinent data.
3. To arrange interviews between students and employers on campus and/or the prospective place of employment.
4. To work with the appropriate federal, state, and community agencies in meeting the employment needs of the community and the students in compliance with Affirmative Action, Equal Employment Opportunity, and handicapped guidelines.
5. To help develop student attitudes and values needed for successful employment.
6. To furnish employers data relating to students (with the students' permission).
7. To work with vocational/technical program coordinates in the institution relating to their graduates in the world of work.
8. To instruct students in the proper methods for the development of resumes, letters of acceptance, rejection, completing and filing of applications, and the overall deportment and appearance relating to employment.
9. To supply students with placement services for full-time, part-time, and summer employment.
10. To make available ongoing placement service to alumni and current students.
11. To maintain ongoing communication with business and industry persons interested in the training and education of workers in their field.

Methods

Many different methods may be used to achieve the above goals, however, some of the more useful are listed below:

1. The printing and distribution of a job vacancy bulletin.
2. The development and maintenance of a student credentials' file.
3. The development and maintenance of a student resume abstract distribution service.
4. The organization of job opportunity days where various employers visit the college.
5. The development of various job clinics that attempt to teach specific skills such as interviewing, resume writing, and assertiveness.
6. The development of communication lines between local industry, business, and service persons and appropriate college faculty.
7. The development and maintenance of a daily job listing.

ADMISSIONS/REGISTRATION/RECORDS
(Student Information Systems and Services)

Philosophy

The admissions, registration, and records functions of a community college should take place in a framework which emphasizes the rights of students to choose how they can move toward their educational goals. This is mandated by the laws of the State of Illinois and implemented by the Illinois Community College Board in its "Manual of Policies, Procedures, and Guidelines, July 25, 1975."

The functions required of the admissions, registration, and records office range from the very simplest of operations to the most complex. Required are good management, an understanding of the modern techniques of automation, methods of marketing, perception of the variety of student needs, knowledge of the various state and federal laws under which these offices must function, and a humanistic approach to the resolution of student-related problems in these areas.

Goals

1. To provide information about the programs and services of the college and the procedures which can best facilitate the admission of the student into the college.
2. To organize and execute a registration procedure which makes it possible for students to have maximum access to desired classes.
3. To establish a system of record keeping which will provide adequate information about the student and which may be used in counseling/academic advising, personal, and social counseling; but which preserves the confidentiality of such information and protects the privacy rights of the student.
4. To gather and disseminate relevant data to the institution and to appropriate governmental agencies as required.

Major Functions

1. To develop and disseminate information about the academic programs and services of the college.
2. To maintain a relationship with educational institutions and with professional, business, and social organizations to identify and develop programs to meet the educational needs of the community.

3. To provide information to individuals or groups of potential students so they may make objective decisions about their needs and educational goals.
4. To develop and implement a registration process which meets the needs of the student and the institution.
5. To establish and maintain an efficient system of record keeping and records management which will adequately serve the student and the institution and which will provide essential data for research and planning.
6. To evaluate and provide the student with accurate and timely information on the applicability of prior college credit to the degree or certificate program in which the student is enrolled.
7. To prepare reports to serve the needs of administration, board of trustees, faculty, community at large, and other institutional agencies.

Staffing

A staffing pattern for professional, paraprofessional, and classified staff should be developed which is unique to the individual college, yet realistic to its needs.

There are many studies available which recommend staffing based upon head count, FTE, DFTE, etc. Probably the most widely accepted is that done by the American Association of Junior Colleges, entitled "Project for Appraisal and Development of Junior College Student Personnel Programs," commonly known as the Carnegie Study, dated 1965.

JJC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

NOV 23 1984

8118 Math-Sciences Building
Los Angeles, California 90024